



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2008**

**Grade 5
Writing**

Writing—Session 1

- ❶ Which of the following is a complete sentence?
- A. Only a few snakes that are poisonous.
 - B. Very shy and avoid people when possible.
 - C. It is very unusual to see snakes in the daytime.
 - D. When disturbed, crawl quickly away.
- ❷ Which sentence has a punctuation error at the end?
- A. Which store do you want to visit first.
 - B. Tell me what kind of shirt you plan to buy.
 - C. The price of that pair of shoes is much too high!
 - D. I will be happy if we are able to go shopping.

- ❸ Where should a comma be placed in the sentence below?

She told me that I would need my notebook my pen, and my textbook.

- A. after *me*
 - B. after *need*
 - C. after *notebook*
 - D. after *and*
- ❹ Which spelling change should be made in the sentence below?

I walked to the library to see if the new book by my favorite arthur was there.

- A. Change *library* to **liberry**.
- B. Change *favorite* to **favorit**.
- C. Change *arthur* to **author**.
- D. Change *there* to **their**.

- 5 Which word in the sentence below should be capitalized?

However, they were sorry to sell their house at 127 Taunton street in River Heights.

- A. they
- B. sell
- C. house
- D. street

- 6 Which word should replace the underlined word in the sentence below?

If you knowed where to look in the sky, it is easy to find the planet Venus.

- A. known
- B. knows
- C. know
- D. knowing

- 7 Where should a comma be placed in the sentence below?

The first people settled in the town on September 25 1848.

- A. after *people*
- B. after *town*
- C. after *September*
- D. after 25

- 8 Which word in the sentence below should be capitalized?

Those math tutoring sessions with your mother at the Washington youth Center really paid off.

- A. math
- B. tutoring
- C. mother
- D. youth

- 9 Which of the following is a complete sentence?
- A. “Danette?” called up the stairs.
 - B. The cat jumped up to the window.
 - C. Running to the window and catching the cat.
 - D. She and the cat downstairs to her mother.

- 10 What is the **best** way to combine the sentences below?

We all miss you. We’re glad your family is happy.

- A. We all miss you glad your family is happy.
- B. We all miss you but are glad your family is happy.
- C. We all miss you we’re glad your family is happy.
- D. We all miss you for we’re glad your family is happy.

When writing responses to prompts 11, 12, and 13, remember to

- read the prompt carefully,
- develop a complete response to the prompt, and
- proofread and edit your writing.

Read this passage about musical instruments and think of some other object that could be used as a musical instrument. Then write a response to the prompt that follows.

What Is a Musical Instrument, Anyway?

by Sara Corbett

Do you sometimes tap a pencil to the rhythm of your favorite song? Does this mean your pencil counts as a musical instrument? That's a tough question to answer. It would be easy to say that only things that are built to produce music can be musical instruments. **But in fact, many instruments were discovered quite by accident!** For instance, some scientists believe that thousands of years ago, a prehistoric hunter discovered that if he plucked his hunting bow, it would make an interesting sound. This was the beginning of a long history of stringed instruments. The musical bow, which is modeled after the hunting bow and is one of the oldest known musical instruments, could probably be considered the great, great, great grandparent of the harp!

Other instruments that have been around a long time are different kinds of clappers, scrapers, and rattles, most of which were discovered by people as they went through their daily routines of gathering food and taking care of their homes. In Bali, for example, the use of stamping sticks as a musical instrument came about as villagers did their daily chore of grinding corn in a trough. The regular rhythm of the sticks helped make the work go faster.

- 11 Write a paragraph describing how some other object could be used as a musical instrument.

In the book Stone Fox, little Willy enters a dogsled race to win enough money to pay the taxes on his sick grandfather's farm. Willy and his dog Searchlight are racing against a dogsledder named Stone Fox and his five Samoyed dogs. Read this passage and think about little Willy's feelings during the race. Then write a response to the prompt that follows.

The Race

by John Reynolds Gardiner

Grandfather's farm was coming up next.

When Searchlight saw the farmhouse, she started to pick up speed. "No, girl," little Willy yelled. "Not yet."

As they approached the farmhouse, little Willy thought he saw someone in Grandfather's bedroom window. It was difficult to see with only one good eye. The someone was a man. With a full beard.

It couldn't be. But it was! It was Grandfather!

Grandfather was sitting up in bed. He was looking out the window.

Little Willy was so excited he couldn't think straight. He started to stop the sled, but Grandfather indicated no, waving him on. "Of course," little Willy said to himself. "I must finish the race. I haven't won yet."

"Go, Searchlight!" little Willy shrieked. "Go, girl!"

Grandfather was better. Tears of joy rolled down little Willy's smiling face. Everything was going to be all right.

And then Stone Fox made his move.

One by one he began to pass the other racers. He went from last place to eighth. Then from eighth place to seventh. Then from seventh to sixth. Sixth to fifth.

He passed the others as if they were standing still.

He went from fifth place to fourth. Then to third. Then to second.

Until only little Willy remained.

But little Willy still had a good lead. In fact, it was not until the last two miles of the race that Stone Fox got his first glimpse of little Willy since the race had begun.

The five Samoyeds looked magnificent as they moved effortlessly across the snow. Stone Fox was gaining, and he was gaining fast. And little Willy wasn't aware of it.

Look back, little Willy! Look back!

But little Willy didn't look back. He was busy thinking about Grandfather. He could hear him laughing . . . and playing his harmonica . . .

Finally little Willy glanced back over his shoulder. He couldn't believe what he saw! Stone Fox was nearly on top of him!

This made little Willy mad. Mad at himself. Why hadn't he looked back more often? What was he doing? He hadn't won yet. Well, no time to think of that now. He had a race to win.

"Go, Searchlight! Go, girl!"

- 12 Write a paragraph describing little Willy's feelings during the race. Use details from the passage in your response.

A student wrote this fact sheet about Wilma Rudolph, a famous runner. Read the fact sheet and think about how you would write an introduction to a report on Wilma. Then write a response to the prompt that follows.

Wilma Rudolph

- called “the fastest woman in the world”
- first American woman runner to win three gold medals at the Olympics
- very sick as a child and lost use of left leg
- recovered from illness with a lot of work and with the help of her family
- set a world record for running
- won gold medals for the 100-meter dash, the 200-meter dash, and as part of the 400-meter relay race at the Olympics in 1960
- took part in 1956 Olympics when she was 16
- role model for other African American athletes
- international sports star
- worked later as a track coach
- traveled to Africa to work with people
- television movie about her life in 1977

13 Write an **introduction** to a report about Wilma Rudolph:

- use some information from the fact sheet,
- set the context/background for your report, and
- include a focus sentence on why Wilma was a famous person.

Look at the picture below and respond to the prompt that follows.



Write a story about what is happening in this picture.

Your story should include

- a clear story line with a beginning, middle, and end;
- details to describe the characters and what is happening to them; and
- a problem and its solution.

Use the questions in the box below to organize your writing. You can answer the questions **before** you write to plan your response or **after** you write to check your response. What you write will be included as part of your score.

14 Who are the characters in your story? _____

15 What is the problem in your story? _____

16 How is the problem in your story solved? _____

When writing a response to prompt 17, remember to

- **read the prompt carefully,**
- **develop a complete response to the prompt, and**
- **proofread and edit your writing.**

17 Write a story about what is happening in this picture.

Your story should include

- a clear story line with a beginning, middle, and end;
- details to describe the characters and what is happening to them; and
- a problem and its solution.

Acknowledgments

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Grade 5 Writing Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Content Strand ¹	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	IR	LR	RW	NW	NW	NW	NW
GLE Code	4-1	4-9	4-9	4-9	4-9	4-9	4-9	4-9	4-1	4-1	4-2	4-3	4-6	4-4	4-4	4-4	4-4
Depth of Knowledge Code	2	1	1	1	1	2	1	1	2	2	2	2	2	3	3	3	3
Item Type ²	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	CR	CR	CR	SA	SA	SA	ER
Answer Key	C	A	C	C	D	C	D	D	B	B							
Total Possible Points	1	1	1	1	1	1	1	1	1	1	4	4	4	1	1	1	12

¹Content Strand: SC = Structures of Language & Writing Conventions. Short Responses — IR = Response to Informational Text, LR = Response to Literary Text, RW = Report Writing. Extended Response — NW = Narrative Writing

²Item Type: MC = Multiple Choice, CR = Constructed Response, SA = Short Answer, ER = Writing Prompt